

**Texas Education Agency
Standard Application System (SAS)**

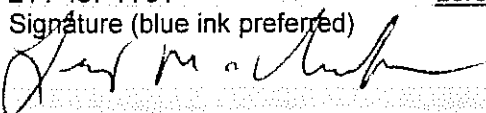
2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1				
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act			FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="text-align: right; font-weight: bold;">Received</div> <div style="text-align: center;"> Texas Education Agency Document Control Center 1701 North Congress Ave Austin, TX 78701-1494 </div> <div style="text-align: center;"> Please date stamp here. 2016 MAR 29 PM 12:35 </div>
Grant Period	August 1, 2016, to July 31, 2017			
Application deadline:	5:00 p.m. Central Time, March 29, 2016			
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>			
Contact information:	21stCentury@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #			Amendment #
FOCUS Learning Academy	057817			
Vendor ID #	ESC Region #			DUNS #
75-25-38384	10			113143346
Mailing address	City	State	ZIP Code	
2524 W Ledbetter Drive	Dallas	TX	75233	
Primary Contact				
First name	M.I.	Last name	Title	
Yvette		McClure	Corporate Affairs Officer	
Telephone #	Email address		FAX #	
(214) 467-7751	Yvette.mcclure@focusacademy.org		972-709-1111	
Secondary Contact				
First name	M.I.	Last name	Title	
Phyllis		Johnson	Principal	
Telephone #	Email address		FAX #	
(214) 467-7751	phyllis.johnson@focusacademy.org		972-709-1111	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Leroy		McClure	CEO
Telephone #	Email address		FAX #
214-467-7751	Leroy.mcclure@focusacademy.org		972-572-9610

Signature (blue ink preferred)



Date signed

3-28-16

Only the legally responsible party may sign this application.

701-16-102-071

Schedule #1—General Information (cont.)

County-district number or vendor ID: 057817

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/>	No: <input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057817

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057817

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 157817

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 157817

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 057817

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 057817

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.	N/A		
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 057817

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The FOCUS ACE (21st Century Community Learning Center) program will provide services to approximately 350 students in grades 3-12 and approximately 90 parents/guardians of those students. FOCUS Learning Academy (FOCUS), a preK-12 open enrollment charter school in southwest Dallas, will partner with The Confidence Group (TCG) to present a comprehensive program that addresses the needs of at-risk students and their parents. FOCUS draws students from over 15 districts throughout Dallas, and the demographics of the top five zip codes where students live demonstrate the need for educational services for parents so that they may support their children in their education: only 72% of adults have a high school diploma, 11% of adults over 25 have less than a 9th grade education, and 13% of the civilian labor force is unemployed. Overall, 19% of FOCUS students are classified as "at risk" and 99.8% are economically disadvantaged, per TEA.

An extensive needs assessment identified several key areas that will be the focus of the program:

- 1) Student academic achievement: Only 55% of students performed at the Satisfactory level or above on the 2014-15 STAAR assessments, and only 54% met or exceeded progress targets.
- 2) College/career readiness: Low percentages of students enroll in AP courses, and very low percentages of students are considered to be achieving at postsecondary readiness. Only 53% of eligible students took the ACT and/or SAT last school year, and the average SAT score was 1181.
- 3) Over 16% of students were given discipline referrals in the 2014-2015 school year. The most common reasons for referrals were for physical altercations/fighting (35% of the total), noise/inappropriate language (14%), skipping class (10%) and disrespectful behavior toward staff (10%).
- 4) The attendance rate for 2014-2015 was 95.6%. As noted above, there were also many students who skipped certain classes.
- 5) As described previously, education attainment levels for adults in the communities served by FOCUS are very low. This significantly diminishes parents' ability to support their children in maximizing academic achievement. In addition, parent engagement is very low, with very few parents attending opportunities that have been presented in the past. The school does not currently have anyone with duties devoted to parent engagement.

Objectives of the project are therefore:

- 1) 75% of students in grades 3-12 will achieve at Level 2 or 3 on STAAR assessments by Year 5
- 2) 20% more students will be postsecondary-ready each year, as measured by End of Course and ACT/SAT exam results
- 3) Student attendance will increase to 98% by Year 5
- 4) Student discipline referrals will be reduced by 20% each year
- 5) At least 90 parents will participate in at least one program activity with their child(ren)

In order to meet student and family needs, and to reach the objectives above, activities within the FOCUS ACE program will address one or more of four core elements:

- 1) explicit academic instruction in core content areas, through the Triumph Learning/Texas Coach curriculum, as well as opportunities for self-paced online learning
- 2) The use of music as an instructional tool, woven throughout enrichment opportunities that incorporate academic and social skills building into learning about music. The Digital Music curriculum also includes career exploration activities.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057817

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Musical performances will be scheduled to encourage parent engagement.

3) Social emotional skills development will include "The New Me" curriculum, which includes a series of seven courses with age-appropriate material in which students explore key character traits, their importance, and how they relate to challenges that they face on a daily basis. Family Forums will also be held, in which parents engage in solution-oriented exercises together around these topics. There will also be Family Fitness & Nutrition programs, to encourage active and health lifestyle choices.

4) Project-based STEM learning will include NASA's Mission to Mars, Lego Mindstorms, Waggle Math, and Minecraft-Coding & Game design. Program partners such as General Motors will provide career exploration activities related to STEM-based careers. There will also be family STEM activities, in which parents and students collaborate on exercises.

The FOCUS ACE program will be delivered on-site at FOCUS Learning Academy for the convenience of parents and students alike. It will be held Monday-Thursday from 4:00 p.m. (dismissal) to 6:00 p.m. and Saturday from 8:00 a.m. to 12:00 p.m. for 27 weeks during the school year. A six-week summer program will be offered Monday through Thursday from 8:00 a.m. to 12:00 p.m. Transportation home will be provided for students attending the after school program who would normally be provided busing. Parents will be asked to provide transportation to and from the summer and Saturday program.

Program partners in addition to The Confidence Group that have already committed to provide activities include University of North Texas, which will deliver adult education; Wells Fargo, which will provide financial literacy workshops for parents and students; General Motors, which will provide STEM-related career exploration activities; and the Texas Department of Public Safety's Texas Rangers division, which will provide career exploration activities in the area of forensic science. Program staff will work to recruit additional community-based partners, based on identified areas of need and interest for students and families.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 057817

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$60,000	\$0	\$60,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$503,950	\$30,000	\$533,950
Schedule #9	Supplies and Materials (6300)	6300	\$3,550	\$0	\$3,550
Schedule #10	Other Operating Costs (6400)	6400	\$2,500	\$0	\$2,500
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$570,000	\$30,000	\$600,000
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$570,000	\$30,000	\$600,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$600,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$30,000
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 057817

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher (provided by outside program provider, see Sch. 8)			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1	0	\$60,000
5	Site coordinator (required) (provided by outside program provider)			\$
6	Family engagement specialist (required) (provided by outside program provider)			\$
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Program Manager (provided by outside service provider—see Schedule 8)			\$
20	Education Specialist (provided by outside service provider—see Schedule 8)			\$
21				\$
22	Subtotal employee costs:			\$60,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$
25	6121 Support staff extra-duty pay			\$
26	6140 Employee benefits			\$
27	61XX Tuition remission (IHEs only)			\$
28	Subtotal substitute, extra-duty, benefits costs			\$
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$60,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 057817		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Primary program provider (The Confidence Group): Salaries and wages: Site Coordinator- \$48,000 Program Manager- \$45,000 Education Specialist- \$40,000 Parent Engagement Specialist- \$37,000 Teachers: \$271,950 Supplies and materials: After school program: \$38,500 Summer program: \$38,500	\$518,950
2	Independent evaluator	\$3,000
3	Security personnel—summer and Saturdays	\$12,000
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$533,950
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$533,950

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$3,550
Grand total:		\$3,550

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 057817

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$2,500
Grand total:		\$2,500

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 057817

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 057817

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			939	
Category	Number	Percentage	Category	Percentage
African American	883	94%	Attendance rate	95.6%
Hispanic	53	5.6%	Annual dropout rate (Gr 9-12)	0%
White	2	.2%	Students taking the ACT and/or SAT	53%
Asian	0	0	Average SAT score (number value, not a percentage)	1181
Economically disadvantaged	937	99.8%	Average ACT score (number value, not a percentage)	N/A
Limited English proficient (LEP)	8	.9%	Students classified as "at risk" per Texas Education Code §29.081(d)	19%
Disciplinary placements	168	16.4%		

Comments

The class of 2014 was FOCUS' first graduating class.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number (FTE's)	Percentage	Category	Number	Percentage
African American	48.5	84.5%	No degree	0	0%
Hispanic	2.8	4.88%	Bachelor's degree	52.2	90.94%
White	5.2	9.06%	Master's degree	4.2	7.32%
Asian	0	0%	Doctorate	1.0	1.75%
1-5 years exp.	50.4	87.81%	Avg. salary, 1-5 years exp.	\$49,504	N/A
6-10 years exp.	2.4	4.19%	Avg. salary, 6-10 years exp.	\$52,783	N/A
11-20 years exp.	1.7	2.97%	Avg. salary, 11-20 years exp.	\$92,110	N/A
Over 20 years exp.	3.0	5.32%	Avg. salary, over 20 years exp.	\$56,340	N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 057817

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school					108	102	114	92	81	73	70	76	66	47	829
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:					108	102	114	92	81	73	70	76	66	47	829

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 057817

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to begin the process of designing a 21st Century Community Learning Center, the FOCUS Learning Academy convened a team of administrators and teachers to conduct a thorough needs assessment. A variety of data sources were consulted, in order to identify gaps between performance and desired results. These included the Campus Improvement Plan for 2015-2016, Community & Student Engagement Evaluation System ratings, Texas Academic Performance Report, PEIMS discipline data, Performance Index Framework Data (Indices 1-4), System Safeguards and Texas Accountability Intervention System data, STAAR current and longitudinal results, Texas Success Initiative data, AP assessments, SAT assessments, and local diagnostic reading and math data. The team also reviewed U.S. Census data, parent and student surveys, and data on parent attendance at activities intended to engage them in their children's education. FOCUS' seven critical success factors also informed this process: high academic performance, increased teacher quality, improved school climate, increased leadership effectiveness, the use of quality data to drive instruction, increased parent/community involvement, and increased Learning Time.

In addition to the data on attendance, SAT scores and participation rates, and student discipline presented on Schedule 12 Part 1, the needs assessment team identified STAAR achievement data for 2014-2015 as indicative of a critical need, showing that only 55% of students performed at the Satisfactory level or above (all subjects), and only 54% met or exceeded progress targets. Further, the percentage of students achieving at the standard for postsecondary readiness included a result so low in Mathematics it was masked to protect student confidentiality, 14% in Social Studies, 15% in Science, 18% in Reading, and 20% of students in Writing. In addition, low percentages of students are enrolled in dual credit and advanced (AP) courses, including 11% of students enrolled in English Language Arts courses and 40% of students in Mathematics courses. The needs of students' adult family members were reflected in Census data for the four zip codes in which the most FOCUS students reside, which reveal that only 72% of adults have a high school diploma or higher level of educational attainment, 11% of adults over 25 have less than a 9th grade education, and 13% of the civilian labor force is unemployed.

Identified areas of need were prioritized based on alignment with the statewide goals for Texas ACE Cycle 9 grantees, and with the goals and objectives of FOCUS' Campus Improvement Plan. The top five needs were identified as:

- Improve academic performance in grades 3-12 in core content areas
- Increase students' postsecondary readiness, particularly in the areas of advanced course and SAT performance and participation
- Increase attendance
- Improve student discipline
- Increase parent engagement and ability to assist in their children's learning

The team then conducted an asset inventory, to determine community-based resources that exist to address these needs. Unfortunately, community resources in the economically stressed Oak Cliff neighborhood in which FOCUS is located are very few, and competition for what resources there are is strong. However, several business and higher education partners were identified, including University of North Texas, Wells Fargo, General Motors, and the Texas Department of Public Safety/Texas Rangers.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057817

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve student academic performance in all core content areas in grades 3-12	Direct instruction (tutoring) in all content areas Hands-on STEM learning Academic content (particularly math and literacy) infused into music programs
2.	Improve student postsecondary readiness	Career exploration through Digital Music program Internships Guest speakers from different industries and colleges/universities ACT and SAT test prep
3.	Improve student behavior and reduce disciplinary incidents	Social emotional skills-building through The New Me curriculum Cooperative/team learning experiences
4.	Increase parent engagement and ability to assist in their children's learning	Adult basic education and adult literacy Other adult education offerings, as desired by participants Activities for children and parents to participate in together Family Engagement Specialist to facilitate communication, provide engagement activities, and provide supports as needed
5.	Increase student attendance	Mandatory attendance during school day in order to participate in FOCUS ACE Emphasis during social emotional activities on the importance of regular school attendance as a factor for success in life

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 057817

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's degree in Education or related field; Master's degree preferred; minimum 3 years experience in education or social work; experience managing project teams and grants, including fiscal and programmatic oversight; knowledge of local community resources/assets
2.	Site Coordinator(s)	Bachelor's degree in Education or related field; Master's degree preferred; experience in working with at-risk children in an after school setting and with their families; experience supervising staff; knowledge of local community resources/assets
3.	Family Engagement Specialist	Associates degree in Education or related field, Bachelor's degree preferred; experience in education, social services, or family support services; knowledge of child development and parenting topics. Knowledge of local community resources/assets
4.	Project Evaluator	Independent consultant: experience conducting program evaluation within the field of education, preferably for a 21 st Century Community Learning Center
5.	The Confidence Group	Consultant, which will provide the required Site Coordinator and Family Engagement Specialist, as well as a Program Manager and Education Specialist; will also hire teachers

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	75% of students in grades 3-12 will achieve at Level 2 or 3 on the STAAR assessments by Year 5	1. Deliver direct instruction/tutoring	09/06/2016	07/31/2021
		2. Provide music-infused educational activities	09/06/2016	07/31/2021
		3. Provide hands-on STEM activities	09/06/2016	07/31/2021
		4. Provide practice tests based on state tests	01/09/2017	07/31/2021
		5. Conduct ongoing review of formative assessments to determine students with high need	11/01/2017	07/31/2021
2.	20% more students will be postsecondary-ready each year, as measured by EOC and SAT/ACT exams	1. Deliver ACT and SAT test prep	11/01/2017	07/31/2021
		2. Provide guest speakers from different industries	11/01/2017	07/31/2021
		3. Deliver college readiness activities	11/01/2017	07/31/2021
3.	Student attendance will increase to 98% by Year 5	1. Enroll at least 350 regular attendees	09/06/2016	07/31/2021
		2. Recruit students with low attendance	08/15/2016	05/01/2021
		3. Require school attendance to participate	08/15/2016	05/01/2021
		4. Emphasize importance of school attendance	09/06/2016	07/31/2021
4.	Student discipline referrals will be reduced by 20% each year	1. Recruit students with discipline problems	08/15/2016	05/01/2021
		2. Deliver instruction in social skills and character	09/06/2016	07/31/2021
		3. Facilitate family forums on social skills and character	09/06/2016	07/31/2021
5.	At least 90 parents will participate in at least one activity with their child(ren)	1. Enroll at least 350 regular student attendees	09/06/2016	07/31/2021
		2. Survey parents on needs and interests	08/15/2016	05/01/2021
		3. Deliver programming to address parents' needs and interests	09/06/2016	07/31/2021
		4. Engage community partners to deliver programs	09/06/2016	07/31/2021

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057817

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FOCUS Learning Academy is a data-driven organization, particularly in regard to its core mission of providing a world-class education for its students. The Superintendent, along with district staff, teachers, non-teaching staff, business representatives, parents, and community members assess educational outcomes of all students, establish performance standards, provide strategies and activities, and continuously monitor the components of the Campus Improvement Plan to improve performance for all students. The Texas Essential Knowledge and Skills (TEKS) Resource System provides the district with a viable, aligned curriculum system and assists teachers in gaining a deeper understanding of the TEKS. There is a strong emphasis in the summer for professional development, accomplished by sending teachers to Region 10 ESC. In addition, through membership in the Region 10 cooperatives, consultants come to FOCUS to provide professional development. Based on a comprehensive needs analysis conducted by the FOCUS Curriculum and Instruction Team, the district is focusing on building capacity for teachers in high-yield instructional strategies, engagement strategies, and reasoning. Teachers use Instructional Learning Plans and lead4ward tools to guide instruction and planning, and to make data-informed decisions. Specific focus for the 2015-2016 school year is on curriculum alignment to standards and assessment through Margaret Kilgo's curriculum alignment model, relevant and rigorous instruction, and cognitively engaging learning experiences. Progress toward goals and objectives is monitored (and adjusted when necessary) through classroom walkthroughs, weekly data check-ins, coaching sessions, action plan development and monitoring, and formal observations.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Although FOCUS Learning Academy does not currently have any out of school time programming efforts that are similar to the proposed FOCUS ACE program, the district has recently begun the process of developing an aggressive campaign to reach out to a broad range of stakeholders to bolster family and community engagement. Major objectives are to strategically align community and business resources to areas of student and program deficiencies; build parent capacity in at-home strategies to use with students that will align with classroom instruction; and recruit adult mentors for students at risk of academic failure. These efforts will be coordinated with those of program staff, particularly the Project Director and Family Engagement Specialist, in order to foster long-term support for the program.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 057817

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Assessment of program quality	1.	Documented correct use of TEA-required and program-designated tools
		2.	Schedules with at least the required number of hours and weeks
		3.	Student, parent, and staff satisfaction surveys
2.	Analysis of student achievement data	1.	Formative assessment data
		2.	STAAR data
		3.	ACT and SAT participation and performance
3.	Analysis of the alignment of programming with student and parent needs/interests	1.	Crosswalk of activities with parent and student survey results
		2.	Student, parent, and staff satisfaction surveys
		3.	Attendance data
4.	Analysis of improvements in student behavior and attendance	1.	Discipline referrals
		2.	Teacher surveys
		3.	Attendance data
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director will have primary responsibility for data collection, which will be conducted by the Site Coordinator and other program staff. A data collection policies and procedures manual will be created at the beginning of the grant period, which will be collaboratively developed by the Community Advisory Council, Project Director, and Project Evaluator, and which will include procedures for protecting confidential student information. Sign-in sheets will be used to track attendance by students and adult family members, and unique ID numbers will be used to track student attendance. Data will be entered into the TX21st online portal as required. The Project Director will monitor data collection procedures to ensure they are being conducted correctly and in a timely manner. Spring, summer, and fall program-level data and aggregated student-level outcomes will be reviewed with program staff and the Advisory Council. If adequate progress is not made toward these outcomes, the Advisory Council will develop a formal action plan to improve progress. In addition to tracking aggregated student outcome data, individual student progress will be tracked by the Project Director. This includes daily discussions with teaching staff, weekly contacts with parents, and review of formative academic assessments at mid-year. If a student is not meeting his or her individual progress goals, the Project Director will meet with the student, program staff, teachers, and/or parents as appropriate to identify additional academic or other supports needed by the student.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057817

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FOCUS Academy will partner with The Confidence Group to provide a comprehensive 21st Century Community Learning Center (FOCUS ACE) that provides academic support, specialized STEM and fine-arts enrichment, college and career exploration, social-emotional and physical development activities, and family engagement activities. The program will be provided after school, on Saturdays, and during the summer, in order to ensure a seamless and continuous program for students and parents that will supplement and complement learning and developmental activities that take place during the regular school day and school year. Busing home from after school programming will be provided for students who are normally provided busing during the regular school year.

Academic support will be provided through tutoring delivered by certified teachers, using the Triumph Learning, Texas Coach curriculum, which includes practice assessments to prepare students for state assessments, including End of Course assessments, as well as the ACT's and SAT's. All content areas will be supported, based on students' needs, with a focus on ELA, Math, and Science. Students will also be provided with opportunities to engage in self-paced online learning.

Enrichment activities will include: Early Childhood Music for grades 3-6, which teaches math and literacy skills, using music as the teaching tool, and incorporating fun group activities; Digital Music, for 7th-12 graders, in which students learn about all the various elements of the music industry including the essential business processes as well as the artistic/creative perspectives; Drum & Dance (all grade levels), which incorporates physical activity as well as music and dance skills, discipline, and structure; "The New Me" (all grade levels), which promotes life skills including confidence, accountability, resilience, and self-motivation, while encouraging appreciation for racial and cultural diversity, promoting fitness and nutrition, and preventing bullying; and hands-on STEM experiences (all grade levels) including NASA's Mission to Mars, Lego Mindstorms, Waggle Math, and Minecraft-Coding & Game Design. Parents will be engaged in family learning opportunities through Project Connect, in which parents and students participate in same class with their child and function as a team to learn and collaborate together. They will participate in STEM projects, Fitness and Nutrition classes, and a Family Forum that will foster open exchange of ideas and discussion, encouraging positive social-emotional based learning. General Motors will provide career exploration activities in STEM-related careers, including guest speakers and internship possibilities. The Texas Department of Public Safety's Texas Rangers will provide career exploration activities in forensic science. Program staff will work to create other partnerships with area businesses.

Formal adult education will be provided by University of North Texas (UNT), including adult basic education, adult literacy and GED classes, as well as other areas in which parents indicate an interest. UNT will also provide workshops for parents and students on college readiness. Wells Fargo will provide financial literacy classes for adults and students.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A variety of means will be used to disseminate information about the program to stakeholders including the general public, such as the school's website, social media, phone notification system, and flyers around the community in local businesses. Parent/Family Recruitment events will be held twice during the school year and once in the summer, to provide students and families with information about program activities and the importance of participating, and to answer questions. The Project Director will be responsible for planning and coordinating the dissemination of information about the program, and for meeting with stakeholders one-on-one to provide opportunities for input and discussion.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057817

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Proposed activities were selected to align with identified areas of need while providing students and their parents with engaging and relevant activities. These will include student academic support, which will take place at the beginning of each day of programming, through direct instruction in core content areas in small groups and individual tutoring, as well as student self-paced instruction using online programs. There will also be a wide variety of enrichment programs will be provided, many of which employ The Confidence Group's signature use of music as a powerful tool to connect with students and adults alike. Each activity will also incorporate academic and social skills building. More direct instruction in social skills will be provided through "The New Me" curriculum, a series of seven courses in which students explore important character traits. This will help to foster responsible behavior that will result in fewer discipline referrals and an improved campus climate. In addition to these courses, there will also be family forums in which students express their concerns and questions in these areas and parents collaborate and participate in solution-oriented learning exercises. Parents and their children also will participate in the Family Fitness & Nutrition program, which encourages active lifestyles and provides fun and interactive classes focused on healthy eating and fitness activities. Project-based STEM learning is the final component. Students will be able to choose from among a variety of programs including NASA's Mission to Mars, Lego Mindstorms (robotics and engineering), Waggle Math, and Minecraft-Coding & Game Design. Each combines essential math and science skills with career exploration and collaborative learning experience. There will also be Family STEM activities, in which parents and students participate in the same class and collaborate together on exercises.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FOCUS Learning Academy is currently implementing a strategic remediation plan that includes several elements that will be coordinated with the FOCUS ACE program. These include 1) Learning Labs, 1.5 hour blocks of time that provide high quality direct instruction and personalized guided practice to grade level and subject areas most in need; 2) online resources that complement the curriculum and provide targeted support for struggling students, including Eduphoria, Alphabetic Phonics, and Think Through Math; and 3) support for End of Course re-testers. FOCUS also utilizes robust technology resources during the school-day that will be important resources for FOCUS ACE, including 1:1 iPad availability and wireless density to support their use, four computer labs and two mobile laptop labs. FOCUS staff use a variety of traditional and electronic means of communication between staff, students, parents, and the community, which will be instrumental in engaging all stakeholders in supporting FOCUS ACE. FOCUS utilizes state and federal funding to provide extensive ongoing development to all instructional staff, and FOCUS ACE staff will be included in this professional development as appropriate to the topic being presented.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057817

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1) General FOCUS ACE programs were determined after reviewing best practices in out of school time programs and analyzing needs assessment data. Specific activities will be developed by the Project Director, Site Coordinator, Program Director, and Family Engagement Specialist that will be aligned with the Texas ACE Four Component Activity Guide, with TEKS, with federal statutes, and with the objectives of the FOCUS ACE program. Each activity will be aligned with a specific identified need of students and/or families, and will be developed using the Texas ACE Activity and Lesson Plan worksheets. Every activity will have a written Learning Objective(s), assessment methods (whether formal or informal) and will include an Activity Plan and corresponding Lesson Plans. Finally, active recruitment of students and/or family members who would most benefit and would most likely be interested in participating will ensure the greatest impact.

2) The design of the FOCUS ACE program was developed by incorporating the 10 Key Tasks to ensure program quality, as described in the Texas ACE Blueprint. These include a focus on school-community engagement, intentional activity development and targeted student recruitment, family engagement, operation and talent management, data collection and reporting, fiscal planning and internal monitoring, sustainability planning, evaluation, quality assurance tools, and the use of logic models. Each of these components is addressed throughout this proposal.

3) Program staff will utilize the TX 21st Student Tracking System to enter data on a weekly or daily basis as appropriate. This will include program data such as attendance, staffing, schedules, and partner information, as well as student data such as grades, disciplinary referrals, assessment, and enrollment. Documentation will be kept on premises for backup and audit purposes. The Project Director and Site Coordinator will conduct regular Center and Activity observations and record the results. They will also conduct weekly data review meetings to determine if the program is making progress toward its goals and objectives. The Project Director will work with FOCUS administrative staff, Project Evaluator, and the Community Advisory Council (CAC) to create policies and procedures related to data collection and reporting, which will become part of the overall program policies and procedures manual. The Project Director and/or Project Evaluator will report on progress toward program goals and objectives at quarterly CAC meetings, to inform a process of continuous improvement. If sufficient progress is not being made, the Project Director will create a written action plan, to be approved by the CAC.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057817

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.
- ☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

The main partnership of the FOCUS ACE program will be between FOCUS Learning Academy, which has been chartered by the Texas Education Agency since 1999, and The Confidence Group, which has a 14-year history of programming that is focused on providing real pathways to success through 21st century learning and personal development techniques. The mission of The Confidence Group is to "transform people worldwide to have more confidence in their abilities, by imparting new skills and building self-confidence." Two key premises to their programming are the belief in the importance of self-esteem to unleash a child's potential, and the power of music to reach children in a unique way. The Confidence Group will provide all program staff, with the exception of the Project Director, who will be an employee of FOCUS (a new, full-time position) and the Project Evaluator, who will be an independent contractor hired by FOCUS. FOCUS will also provide transportation for students who normally are provided busing, all meals and snacks (via the USDA), use of its facilities, and janitorial and security services. The Confidence Group will deliver the majority of the programming, with several activities delivered by program partners. These include University of North Texas, Wells Fargo, Texas Department of Public Safety/Texas Rangers, and General Motors.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057817

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The main resource for the proposed program will be the FOCUS Learning Academy campus itself, which includes two gymnasiums, three cafeteria areas, two computer labs, the main instructional building, and several portable classrooms. One of FOCUS' unique assets is its robust technology infrastructure, which includes broadband internet access and 1:1 iPads for children in grades 3-12. This will allow for many program activities to incorporate personal technology, with which students are familiar through their work during the regular school day.

Proposed activities were selected to align with identified areas of need while providing students and their parents with engaging and relevant activities. The FOCUS ACE program is built around four core elements. The first of these is explicit instruction for students in core content areas in which they are struggling to meet state standards. Every day of the program will begin with this academic support.

The second core element is the use of music as a powerful tool to connect with students and adults alike. This is reflected in several program activities, each of which incorporates academic and social skills building into learning about music. Early Childhood Music provides instruction in simple instruments, choir, and group performances, and uses music as a tool to teach math and literacy skills as well as group cooperation. Drum & Dance, which provides explicit instruction in these two disciplines, also helps students develop gross and fine motor coordination as well as discipline and teamwork. Digital Music provides career exploration opportunities by introducing students to the music industry from the business as well as the artistic perspective, and also includes career modeling exercises, real-world internship opportunities, VIP guest speakers, and school performances.

A third core element is the development of social emotional skills, so that students develop all the tools necessary to become successful adults. "The New Me" social emotional learning curriculum provides a series of seven courses in which students explore key character traits, their importance, and how they apply to challenges that children face daily. Courses include: Confidence—I Am My Own Superhero, Diversity—Free to Be Me, Fitness & Nutrition—Whole Body, Whole Mind, Bully Prevention—We Got Your Back, Friends & Relationships—The Power of Choice, Honesty & Integrity—Are you Trustworthy? and Accountability & Self-Discipline—What Do You Stand For? In addition to these courses, there will also be family forums in which students express their concerns and questions in these areas and parents collaborate and participate in solution-oriented learning exercises. Both child and parent learn how to communicate and effectively manage behavior and environment challenges. Parents and their children also will participate in the Family Fitness & Nutrition program, which encourages active lifestyles and provides fun and interactive classes focused on healthy eating and fitness activities.

Finally, project-based STEM learning is the fourth core element. Students will be able to choose from among a variety of programs including NASA's Mission to Mars, Lego Mindstorms (robotics and engineering), Waggle Math, and Minecraft-Coding & Game Design. Each combines essential math and science skills with career exploration and collaborative learning experience. There will also be Family STEM activities, in which parents and students participate in the same class and collaborate together on exercises.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057817

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There are several research and/or evidence-based components to FOCUS ACE. The first of these is the infusion of music instruction and involvement throughout many activities. Research has found that learning music facilitates learning in other subjects and enhances skills that children inevitably use in other areas. Various studies have shown that instruction and engagement in music can enhance language and reasoning, memorization skills, coordination, auditory skills, creative thinking, and spatial intelligence, and reinforces many mathematical concepts. Many social emotional skills are also strengthened through participation in music, including self-confidence, teamwork, and discipline. It is also nearly universally enjoyed by children, increasing the level of interest students will have in participating in the program. According to Dr. Eric Rasmussen, chair of the Early Childhood Music Department at the Peabody Preparatory of The Johns Hopkins University, "there's some good neuroscience research that children involved in music have larger growth of neural activity than people not in music training. When you're a musician and you're playing an instrument, you have to be using more of your brain."

The strong emphasis on social emotional learning (SEL) is another key component to FOCUS ACE. Research shows that SEL can have a positive impact on school climate and promote a host of academic, social, and emotional benefits for students. Durlak, Weissberg et al.'s recent meta-analysis of 213 rigorous studies of SEL in schools indicates that students receiving quality SEL instruction demonstrated better academic performance, improved attitudes and behavior, fewer negative behaviors, and reduced emotional distress. According to Durlak et.al. (2010), **after-school programs** focused on social and emotional development can significantly enhance student self-perceptions, school connectedness, positive social behaviors, school grades, and achievement test scores, while reducing problem behaviors.

Finally, STEM-based experiences are the third key component. According to the Afterschool Alliance (2011), "afterschool programs are especially well-placed to help close the opportunity gap that many children and youth from underserved and underrepresented communities face." They go on to state that there are three major areas of positive outcomes for students who participate in high quality STEM afterschool programs: improved attitudes toward STEM fields and careers; increased STEM knowledge and skills; and higher likelihood of graduation and pursuing a STEM career.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The FOCUS ACE program will utilize volunteers in the way of subject matter experts from local business and community or government entities to be guest speakers or instructors/presenters for the enrichment activities. Senior volunteers with subject matter expertise will also be recruited. Other volunteers may include teachers for the academic support activities, all of which will be state licensed, certified professionals in their subject areas. All volunteers will complete a full background check including criminal record screening through Texas Department of Public Service and fingerprinting. Volunteers will be provided with a volunteer handbook, to be developed by the Project Director and approved by the Community Advisory Council. Volunteers will also receive training in the school's Crisis Management policies and procedures and in other appropriate training, as determined by the Project Director and Site Coordinator.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057817

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✓ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

A key function of the Community Advisory Council (CAC) will be to develop a sustainability plan for the FOCUS ACE program. The CAC will utilize the five-step process recommended in the Texas ACE Blueprint, including:

- Determine the end goal(s) for sustaining the impact of the program, including identifying those needs that will be ongoing.
- Determine the service model and types of activities that will best accomplish the goal(s).
- Determine the required resources to deliver that model, a process of cultivating relationships and leveraging resources that will begin in the first year of the grant, and will continue throughout. The CAC will utilize the Leveraging Funds Worksheet in the Texas ACE Blueprint as a tool to assist in this process.
- Determine how each resource will be used within the service model.
- Develop a logic model to operationalize the theory of action. This will be informed by the logic model that will be created for the program in the first year of the grant cycle.

In addition to the work of the CAC, FOCUS' Development Department will also be an integral part of the process of creating a sustainability plan. This will include cultivating relationships with grant makers, conducting annual giving campaigns, and other fundraising activities. A majority of the FOCUS Learning Academy Board of Directors has formally committed to supporting local sustainability efforts, as indicated by the attached letter and resolution.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057817

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Feedback and involvement from members of the community will be crucial to the success of the project. This will be accomplished through formation of a Community Advisory Council (CAC). Membership will include FOCUS Learning Academy staff, as well as community stakeholders from other organizations. The Project Director will be responsible for scheduling and facilitating meetings, and for recruiting participants as needed, as well as for recruiting additional participants. Agendas will be set in advance of meetings and minutes will be taken and posted on the school's website. Committees will be formed as needed to address specific initiatives. A preliminary list of participants on the CAC includes:

Yvette McClure, Corporate Affairs Officer, FOCUS Academies
 Phyllis Johnson, Principal, FOCUS Academies
 Greg Milton, Chief Operation Officer, The Confidence Group
 Joycelyn Fannin, President, LGM Group (specializing in youth sports development)
 Rene Senters, Owner, Educators for You Children Academy
 Dr. Jacqueline Walton, Director of Curriculum, NOVA Academy
 Clifford Clements, CEO, Frogentertainment
 Louis McGuinn, President, IMG (media group)
 Two Students, FOCUS Academies
 Two Parents, FOCUS Academies
 Nancy Hong, Executive Director, UNT Leadership & Innovation Greenhouse

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057817

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Key program staff will include the Project Director, Site Coordinator, Family Engagement Specialist, Program Manager, and Education Specialist. They will all communicate verbally on a daily basis, and will meet formally on a weekly basis to coordinate activities, review data, and conduct planning activities. All staff will be trained by The Confidence Group (TCG) on its practices and curriculum content, but will also be trained on FOCUS Learning Academy policies and procedures. In addition, all staff will receive ongoing training from TCG's professional development staff on relevant topics in youth engagement. Program staff will also participate in appropriate professional development opportunities provided for FOCUS Learning Academy staff, as determined by the Project Director.

A full-time Project Director will be hired by and accountable to FOCUS Learning Academy, but will work closely with TCG to ensure that its programs are delivered with fidelity. He or she will be responsible for overseeing all program staff. Other responsibilities will include: developing and implementing marketing strategies to assist in recruitment of students, family members, staff, and volunteers; creating policies and procedures manuals, including a parent manual, volunteer manual, and staff manual; observing program staff and center operations to ensure safety and effective delivery of activities; working with the Project Evaluator to collect, analyze and report data; developing and administering student, staff, and parent surveys; attending all required state training activities; monitoring expenses for adherence to the program budget; providing reports to TEA as required; scheduling and facilitating Community Advisory Council (CAC) meetings; and recruiting CAC participants. The Project Director will also lead an annual self-assessment process, using the ACE Key Task Assessment, or other tool as directed by TEA.

A full-time Site Coordinator will be hired by TCG to implement day-to-day program operations. This person will report directly to the Project Director. Responsibilities of this position will include recruiting and scheduling staff; working closely with teachers and administrators to ensure activities are aligned with the evolving needs of each student; develop Activity Plans and corresponding Lesson Plans for each activity; ensuring that activities are delivered according to Activity Plans and Lesson Plans; monitoring student attendance; working with school staff to recruit students; organizing supplies, materials, and equipment; coordinating transportation; assisting the Family Engagement Specialist in outreach activities as needed; participating in an annual self-assessment; inputting data into TX 21st and assisting in data collection for program evaluation; and participating in required training.

A full-time Education Specialist (a certified teacher) will be hired by TCG, who will work with school staff to ensure that program activities are aligned with those of the regular school day and that it is reflective of school and student goals; and will serve as a substitute teacher as needed.

A full-time Program Manager will be hired by TCG, with responsibilities including providing professional development to program teachers and partner agencies to be sure that their programming aligns with that of TCG; recruiting additional business and community partners; and administrative functions including billing.

A part-time Family Engagement Specialist will also be hired by TCG to coordinate family and community involvement. This will be a full-time position because of the complex needs of FOCUS students' families and the historical difficulty in engaging adult family members in school-based activities. The focus of this position will be on developing relationships with parents, maintaining ongoing and regular communication to determine their needs and activities they are interested in participating in; planning and implementing those activities; maintaining a family resource center; and coordinating with regular school staff to ensure alignment of activities.

School staff that will be responsible for grant-related activities include the Chief Financial Officer, who will oversee purchasing and contracts; the Chief Academic Officer, who will work closely with program staff to ensure alignment of activities with the regular school day; the Fund Development Director, who will coordinate with the Project Director to leverage community resources and raise funds for program sustainability; and the Special Projects Manager, who will coordinate facility usage and security. These individuals and FOCUS ACE program staff (described above) will meet on at least a monthly basis to ensure clear communication and efficient coordination of school-day and out of school activities.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057817

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 **Center Name:**
FOCUS Learning Academy

9 digit campus ID# 057817101 **Distance to Fiscal Agent (Miles)** 0

Grade Levels to be served (PK-12)
 3-12

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

		Total
Number of Regular Students (attending 45 days or more per year) to be served:		350
Number of Adults (parent/ legal guardians only) to be served:		90

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2 **Center Name:**

9 digit campus ID# **Distance to Fiscal Agent (Miles)**

Grade Levels to be served (PK-12)

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

		Total
Number of Regular Students (attending 45 days or more per year) to be served:		
Number of Adults (parent/ legal guardians only) to be served:		

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:	Amendment # (for amendments only):
--------------------------------------	------------------------------------

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057817

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FOCUS Learning Academy does not receive federal funds under ESEA Section 1114, although it does implement schoolwide programs consistent with the purpose of those funds. Currently, schoolwide programs focused on improving achievement for all students, particularly those most at-risk including three major strategies: 1) ongoing communication with all staff, parents, and students about student benchmark performance, targets for improvement, tutorial opportunities, and the availability of computer stations for online work before and after school and on Saturdays; 2) availability of tutoring, including at home tutorials if needed; and 3) in-class personalized instruction, including small group rotations, whole class independent practice, and self-paced computer programs. In addition, Learning Labs in 1½-hour blocks are provided Monday through Friday facilitated by Lead Teachers, who plan the scope and sequence of each lab based on greatest areas of need. Students are grouped during labs based on predicted STAAR performance.

Students will be recruited to participate in FOCUS ACE based on need, with those who have been identified as most in-need of academic assistance having first priority for a seat in the program. A referral form will be developed by the Project Director, which will be completed by teachers, indicating specific academic areas of need (failing a course, scored at level 1 on a STAAR test, or other indicator). The referral form will also indicate other areas of need, including discipline and attendance, with preference for a seat in the program being assigned in that order, in the event that all seats are full.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057817

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The planned operating schedule during the school year will be from 4:00 p.m. to 6:00 p.m., Monday through Thursday, and on Saturdays from 8 a.m. to 12 p.m., for a total of 12 hours per week during the school year. The program will begin on or before September 6, 2016 and will continue for 27 weeks during the school year, concluding approximately May 1, 2017. Summer programming will be provided for six weeks, beginning approximately June 5, 2017 and will continue through July 29, 2017. The summer program will be held Monday through Thursday from 8 a.m. to 12 p.m.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FOCUS Learning Academy will provide a security officer for the FOCUS ACE program during the after school, Saturday, and summer programming. All campus buildings are fully handicapped accessible and have controlled access systems and security cameras to ensure the safety of students, parents, and staff. All program staff, including volunteers, will be trained in the school's Crisis Management Plan, to ensure they understand procedures to be followed in an emergency.

All students will be required to sign in and out of all activities, whether main center location on FOCUS' campus, or at the adjunct site at Mountain View College. FOCUS Learning Academy maintains a list of adults who are authorized to pick up children, including any custodial arrangements. Adults picking up children are required to show photo identification before the child is released to them.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057817

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FOCUS Academy will partner with The Confidence Group to provide a comprehensive 21st Century Community Learning Center that provides academic support, specialized STEM and fine-arts enrichment, career exploration, social-emotional and physical development activities, and family engagement activities. Formal adult education will be provided by Mountain View College. All activities will be designed to meet the needs identified in the needs assessment on Schedule 13.

Academic support to assist students in mastering TEKS content standards will be provided through tutoring delivered by certified teachers, using the Triumph Learning, Texas Coach curriculum, which includes practice assessments to prepare students for state assessments, including End of Course assessments, as well as the ACT's. All content areas will be supported, based on students' needs, with a focus on ELA, Math, and Science. Students will also be provided with opportunities to engage in self-paced online learning.

Enrichment activities will include: Early Childhood Music for grades 3-6, which teaches math and literacy skills, using music as the teaching tool, and incorporating fun group activities; Digital Music, for 7th-12 graders, in which students learn about all the various elements of the music industry including the essential business processes as well as the artistic/creative perspectives; Drum & Dance (all grade levels), which incorporates physical activity as well as music and dance skills, discipline, and structure; "The New Me" (all grade levels), which promotes life skills including confidence, accountability, resilience, and self-motivation, while encouraging appreciation for racial and cultural diversity, promoting fitness and nutrition, and preventing bullying; and hands-on STEM experiences (all grade levels) including NASA's Mission to Mars, Lego Mindstorms, Waggle Math, and Minecraft-Coding & Game Design. Fitness and athletic activities will be offered at Mountain View College's athletic facilities, including the pool, football field, and track.

Parents will be engaged in family learning opportunities through Project Connect, in which parents and students participate in same class with their child and function as a team to learn and collaborate together. They will participate in STEM projects, Fitness and Nutrition classes, and a Family Forum that will foster open exchange of ideas and discussion, encouraging positive social-emotional based learning.

Specific activities will be developed by the Project Director, Site Coordinator, Program Director, Education Specialist, and Family Engagement Specialist, and will be aligned with the Texas ACE Four Component Activity Guide, with TEKS, with federal statutes, and with the objectives of the FOCUS ACE program. Each activity will be aligned with a specific identified need of students and/or families, and will be developed using the Texas ACE Activity and Lesson Plan worksheets. Every activity will have a written Learning Objective(s), assessment methods (whether formal or informal) and will include an Activity Plan and corresponding Lesson Plans. The Education Specialist will work with school staff to ensure that program activities are aligned with, but do not duplicate, school-day activities.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057817

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning: Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each activity offered through FOCUS ACE will be aligned with at least one of the components of the Texas ACE Blueprint's Four-Component Activity Guide, as well as to student and family needs, with examples as follows:

Academic Assistance: small-group and one-on-one direct instruction, utilizing the Triumph Learning, Texas Coach curriculum, which is aligned with Texas state standards and assessments; online self-paced instruction

Enrichment: Early Childhood Music, Digital Music, Drum & Dance, Waggle Math, NASA Mission to Mars, Lego Mindstorms, "The New Me," Minecraft-Coding & Game Design,

Family and Parental Support Services: Adult basic education, adult literacy and other adult education activities provided by University of North Texas, Family Forums; family fitness and nutrition classes; college awareness/financial aid workshops; other activities as determined by interest surveys; Family STEM activities, Family Engagement Specialist activities

College and Workforce Readiness: Digital Music, guest speakers and career exploration activities from different industries and higher education institutions, internship opportunities, college tours, ACT and SAT test prep

Recruitment will be targeted to students who are at risk of academic failure or dropping out, and program staff will work with school-day teachers to identify specific areas of need for each student. Program staff and school-day teachers will regularly communicate to discuss individual student progress and tailor instruction accordingly. The staff to student ratio for all activities will be no more than 1:20, with a target of 1:15.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057817

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The FOCUS ACE program will employ a full-time Family Engagement Specialist, in order to ensure maximum participation by adult family members of students, and that activities meet their needs and interests as closely as possible. Because of the low level of educational attainment by a large percentage of adults in the community, adult basic education will be a key component of the program. The Family Engagement Specialist will be responsible for recruiting parents to participate in this education, including attaining their GED as appropriate. This will ensure that more parents are better able to assist their children in being academically successful. Classes will be offered by University of North Texas (UNT) on site at FOCUS. UNT will also provide appropriate college awareness and readiness activities, including workshops related to financial aid and college/career alignment. The Family Engagement Specialist will work closely with the Site Coordinator on delivery of activities that address parents' needs, as identified in an annual parent survey.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) will work with the Project Director and Site Coordinator to deliver family engagement activities. The most important role of the FES will be as a liaison between parents and the FOCUS ACE program as well as the school. This will include recruiting parents to participate in activities, either on their own or with their children, and developing open, supportive relationships. The FES will personally deliver some of the activities but others, such as adult basic education, will be provided by program partners or other program staff. He or she will be responsible for ensuring that all parents feel welcome at the FOCUS ACE program, and understand that it is their program as well as their children's. The FES will also work with parents of the most at-risk students to ensure regular participation by these students, including providing linkages to support services that children may need.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057817

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Family engagement activities will fall into four categories:

- Engaging parents directly in activities with their children. This will include Project Connect, in which parents and students participate in same class with their child and function as a team to learn and collaborate together. They will also be able to participate in STEM projects, Fitness and Nutrition classes, and a Family Forum that will foster open exchange of ideas and discussion, encouraging positive social-emotional based learning.
- Fostering improved participation by students. The FES will conduct activities designed to recruit parents as "ambassadors" for the program so that they can encourage and support their child in participating. These activities will range from informal conversations to parent orientations and workshops on the importance of student participation.
- Providing activities that directly support parents and build family assets, such as adult basic education, workshops on college planning, financial literacy classes, or linkages to community resources through the family resource center, to be developed and managed by the Family Engagement Specialist.
- Developing trusting relationships and open communication. Regular, two-way, positive communication with parents and soliciting parents' input into ongoing program design and activities, such as through parent surveys or participation on the Community Advisory Council.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057817

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057817

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057817

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057817

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057817

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057817

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057817

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #19--Private Nonprofit School Participation

County-District Number or Vendor ID: 057817

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within BoundaryEnter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **13****Initial Phase Contact Methods**

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☒ Fax☒ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☒**Total Nonprofit Participants**Total nonprofit schools participating: **0**Total nonprofit students participating:
0Total nonprofit teachers participating:
0No nonprofit schools participating: ☐No nonprofit students participating: ☐No nonprofit teachers participating: ☐

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #19— Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 057817

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery

Designated Places/Sites

☐ Public school

☐ Private nonprofit school

☐ Neutral site

☐ Other (specify):

Designated Times

☐ Regular school day

☐ Before school day

☐ After school day

☐ Summer vacation

☐ Other (specify):

Part 4: Selection Criteria/Activity Timeline

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.

☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person: